|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language/**  **Level** | Level 1 – All languages | **Date/Day in Unit:** | | |
| **Performance Range** | Novice Range | **Minutes in Lesson:** | | |
| **Unit Theme/Topic** | Contemporary Life: School Days | | | |
| **Essential Question(s)** | What is school? Why is school important? | | | |
| **Unit Goals** | * Discuss their likes and dislikes with regard to school * Comment on what they need to learn * Make comparisons between their school life and school life in the target culture * Comment on the importance of school and who goes to school | | | |
| **Functional Goals/**  **Can-Do Statements** | *What will students be able to do, write or say as a result of this lesson?*   * describe likes and dislikes with regard to school * compare schools in different communities * indicate how they and others go to school | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do? What does the teacher do? | | **Time** | **Materials / Resources**  **Technology** |
| **Gain Attention / Activate Prior Knowledge** | * Display cartoon-mom happy that child is going back to school * Students write what they can based on positive and negative, primarily drawing on earlier lessons on schedules and classes * Students share with partner and with class | | 5 | * image related to school |
| **Provide Input** | * Students read overview silently * Teacher paraphrases using yes/no questions to establish context of video. * Teacher shows video up to :53 without stopping; then shows pausing to allow students to signal comprehension | | 15 | * YouTube - De camino a la escuela * Comprehension check questions or edpuzzle |
| **Elicit Performance / Provide Feedback** | * Teacher displays images of children going to school with embedded text * Students work together to create labels for each image * Students work with sentence frames to share information on where children live and how they get to school * Students comment individually on one of the images – writing a post-it or going to padlet | | 10 | * Screen shots of children going to school from video; * Prepared sentence frames * Padlet activity |
| **Provide Input** | * Teacher leads a quick overview of classroom photo allowing students to say what they can. * Students read text Lo que aprenden los niños silently and compare to image to determine if this is the class being described. They share their observations with partner. * Teacher reads text aloud stressing phrases that have key information for similarities and differences, calling on students to share observations. * Teacher pauses to check for understanding using questions that require limited language production – yes/no, either/or, one word answers. | | 10 | * Image of classroom with some similarities and differences * Limited language production questions |
| **Elicit Performance / Provide Feedback** | * Students then read silently to locate and consider key words, jotting down or highlighting appropriate phrases * Students work in with partner to explain each word, one key word at a time. * Teacher circulates coaching explanations and definitions of key words before calling on individuals for possible answers. | | 10 | * List of key words |
| **Closure** | * Students then work individually to complete Venn Diagram or record comments on VoiceThread to begin the comparison of US and other schools | | 5 | * Venn Diagram or VoiceThread |
| **Homework** | Select one image from [Des enfants et des écoles](http://www.20minutes.fr/societe/diaporama-3815-photo-747873-enfants-ecoles). Be ready to share a few facts about that image. | |  |  |